**MEASURE**

Accountability Process for School Counselors

**Name and Address of School:** West Elementary School – 700 Clairmont St., Napoleon, OH 43545

**Name of Counselor(s) Leading the Initiative:** Christie Fruchey & Sue Goebel

**Principal:** Mrs. Wendy Nashu

**Enrollment:** 2nd – 3rd grade 277 students

**School Demographics:**

*Caucasian/Non-Hispanic:* 85.4%

*African American:* n/a

*Hispanic:* 9.9%

*Asian:* n/a

*Other:* 3.4%

*Free-Reduced Lunch:* 55%

*ESL:* 3 students - 0.7%

**Step One:**

**Mission statements**

**District goals/mission/vision statement:** West Elementary School’s vision is to have every student reach his/her fullest academic, emotional, and social potential. Such a result can only be achieved through the utilization of school, parent, and community involvement. Therefore, a love of learning can be created through a child's lifetime.

**Campus Mission/Goal:** “Working together to meet each child’s needs and helping all students excel in life by providing excellent educational experiences. “

**School Philosophy:** It is the philosophy of West Elementary School that all children can learn. Within this belief is an understanding that the staff is responsible for creating a vibrant, caring school environment that realizes and adapts to each child's unique educational and social needs through individual learning styles. We believe it is imperative that the staff, parents, and community work together in creating a positive school climate as each of these groups is equally responsible for the success of the children. We believe that the student should have the skills, educationally and socially, to meet the needs placed upon them in their future educational and career endeavors.

Finally, we believe that all of us - parents, students, staff, and community -must be active learners to meet the demands placed upon us in our homes, schools, businesses, community, country, and world. We, the staff, students, and parents, commit to a well-balanced education. Learning experiences will promote mental, emotional, social, and physical growth as well as aesthetic and cultural awareness.

**Program mission statement:** It is the counseling department’s goal to create an atmosphere where kindness and fair treatment of others is the norm

**Discussion with campus principal:** Building a program that can focus on improving the school climate through a good behavior game implemented in the 2nd and 3rd grade classes could improve the overall school climate and the behaviors of students in the classroom, as well as, in the hallways, cafeteria, playground, and the bus stop.

**Step Two:**

**Data**

**What current hard data are you going to impact:** The school counselor as part of the leadership team identified these critical data elements to try to impact through the comprehensive school counseling program including school climate, school relations between and among students, faculty, and staff, and to improve student academic performance. The first step in this process is to establish a good behavior game to implement at the 2nd and 3rd grade levels. If it is successful at this level implementation could go to Kindergarten and 1st grades in future implementation. It is the hope of the school counseling program and administration that the school climate improves and disruptive classroom behaviors decrease.

**Step Three:**

**Analyze**

**Baseline:** At the beginning of the 2013-2014 school year, an average of 10 students a day were either being sent to the principal’s office, put out in the hallway for disruptive classroom behaviors, or were given a detention due to behaviors.

**Where do you want the data element to be in a year:** At the end of the 2013-2014 school year, we are hopeful that there will only be an average of 5 students per day either being sent to the principal’s office, put out in the hallway for disruptive classroom behaviors, or are given a detention due to behaviors.

**Step Four:**

**Stakeholders-Unite**

**Develop an Action Plan**: In order to fully succeed with the above-mentioned data element, many individuals are needed. All of the following individuals are an intricate part of the completion of this academic year’s Data Measure Plan.

***Beginning date:*** September 9th, 2013 ***Ending date:*** May 23rd, 2014

**Stakeholders**

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| --- | --- |
| **Students** | Students in Student Council – all grades (Advisory Board – peer tutors) |
| **School Counselors/School Psychologists** | Sue Goebel – School Counselor (individual counseling with “at-risk” students)  Christie Fruchey – Intern (classroom guidance lessons as well as groups for students who need extra support)  Cari Langenderfer – School Psychologist (possible testing for those students who need further assistance) |
| **Teachers** | Sheri Mansfield – Pilot classroom for Good Behavior Game  Deb Jones – Pilot classroom for Good Behavior Game  Julie Wiemken – Pilot classroom for Good Behavior Game |
| **Administrators** | Wendy Nashu – Principal: disciplinary action  Dana Ward – Assistant Principal: update to parents and mediation as needed |
| **Community Agencies** | Hope Services – help for those families in need |
| **Grants** | A grant is needed to implement the Good Behavior Game – to bring in trainers and for each teacher to receive a packet |
| **Local Colleges** | Northwest State Community College, Defiance College, & Bowling Green State University |

**Step Five:**

**Reanalyze, Reflect, and Revise**

***Reflect and Revise:*** At the halfway point of the school year the initial data of average students with behavior issues has decreased. The average number of students either being sent to the principal’s office, put out in the hallway for disruptive classroom behaviors, or who are given a detention due to behaviors has dropped from 10 a day to 8. Mondays and Fridays have the most students participating in the program. This could be due to students who had a rough weekend at home when they come in on Monday or are uncertain and afraid of what could happen over the weekend on Friday. All stake-holder have been successful in their parts of the initiative. The individual teachers who were trained in the Good Behavior Game since implementation have seen dramatic improvements in their classrooms, hallways, cafeteria, playground, and the bus stop with fewer and fewer reports and complaints from students, faculty, and staff. More teachers are becoming interested in the success of the Good Behavior Game nad want to be trained as well. This will require additional money and time from the school counselor and teachers.

**Reanalyze:** Formation of groups and guidance lessons need to be done on a regular basis. Implementing more groups on Anger Management, Families in Transitions, Grief, Social Skills, and Study skills could help impact more students on a deeper level addressing the underlying issue before the behavior starts. Implementing a school wide theme or challenge could aide in the improvement of the overall school climate.

**Systemic Changes Made:** Due to the implementation of a counseling program related to school climate and behavior incidences we have seen a change within the entire system. The decrease in principal referrals, hallway exclusion, and detentions has shown a dramatic impact of the Good Behavior Game. The teachers are seeing improved behavior not only in classroom, but in the hallways, cafeteria, playground, and specials. These positive improvements to the overall school counseling program have in turn showed a higher desire to be at school, more uninterrupted teaching time due to cooperating students, and a greater respect for teachers, as well as, themselves.

**Step Six:**

**Educate**

The 2013-2014 has made major changes with the implementation of a comprehensive counseling program. The program this year has had one distinct goal, decrease behavior incidences. Through the implementation of the Good Behavior Game we have 7 more teachers interested in completing the training and implementing it in their classrooms. The average number of students who are sent to the principal’s office, sent out in the hallway for disruptive classroom behavior, and detentions has decreased from 10 at the onset to 5 at the end of the school year. The implementation of the counseling groups and classroom guidance lessons on motivation have showed positive effects by addressing not only the school climate, but some underlying issues the students were struggling with which resulted in poor behaviors and acting out. Individual counseling could see and increase as the need arises. The implementation of counseling groups as well as guidance lessons related to study skills has helped improve student’s outlook on homework. The most important element to the overall program is implementation and follow through of the Good Behavior Game. Having the consistency of the teachers, counselors, staff, and students involved increased the chances of the program being a success.